

Nonfiction Text

By

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Information & materials copied and borrowed from:

Boynton, Alice. *Teaching Students to Read Nonfiction*.

Scholastic: New York. 2003.

Dyck, Norm. *Reading Comprehension Lessons: Using Text Structures to Improve Expository Text Comprehension*.

Curriculum Solutions: Lawrence, KS 2000.

Harvey, Stephanie. *Nonfiction Matters*. Stenhouse: Maine. 1998.

Harvey, Stephanie. *Strategies That Work*. Stenhouse: Maine. 2000.

Hoyt, Linda. *Snapshots*. Portsmouth, NH: Heinemann. 2000.

Keene, Ellin and Susan Zimmermann. *Mosaic of Thought*.

Heinemann: NH. 1977.

Literacy Academy. USD 475.

Search and Find

How many examples of these text features can you find in your text? Keep a tally each time you find one. Write the page number beside the first example you find. After that only one tally each time you see another example.

Team Members:

Title	
Sub Titles	
Information in boxes	
Label pictures or diagrams	
Cut-away diagram	
Photographs	
Captions	
Table or Chart	
Bold Print	
Flow Chart	
Maps	
Graphs	
Table of Content	
Index	

Vocabulary Strategy - Connect Two

*WHO Students of all ages and reading abilities may benefit from this lesson.

*WHY This lesson exposes students to new vocabulary words or phrases before reading a selection. Students aren't given definitions, but are encouraged to use their prior knowledge in order to predict which words could be connected and to give reasons for their predictions. This helps to set a purpose for reading because it arouses student curiosity and at the same time, it stimulates any background knowledge they may have.

*WHAT You will need to choose vocabulary words from a selection, a chapter, a unit, etc. The text may be narrative or expository. The number of words is up to a teacher's discretion.

*HOW List the words on chart paper. Ask students if they can predict which of these terms might be connected to each other to tell why. Accept all responses, reminding students that these are merely predictions. Words might be used more than once. Keep the chart up and public and in use so that the children can adjust their thinking on the chart. If an additional connection is found during the reading of the text, it can be added to the chart.

WRITING IN RESPONSE TO READING

Have the students write their initial responses in a journal or literature log using the same format:

I would connect _____ and _____
because _____

Have the students share their ideas with a partner, small group or whole group.

After reading

An important point to discuss when debriefing this strategy is how the initial vocabulary words were selected. Sharing the thinking behind how a teacher determines challenging vocabulary that is vital to comprehending a text helps to elevate this strategy to a level of independent use for students.

Procedure

This procedure is based on short non-fiction text. *The Life of the Butterfly*.

Teacher Action

Teacher displays and reads the title of the book, asking questions such as What kind of book or article would have a title like this?, What information would you expect to find in it?

Teacher displays the key words as a list and reads through them, not giving any meanings at this stage.

A teacher says, these are key words taken from *The Life of the Butterfly*. Use them to write sentences that provide information you might find in the book. You must use all the key words. Teacher points out that more than one key word may be used in a single sentence and that the sentences need not be connected.

Teacher asks volunteers to read their possible sentences to the class.

Teacher distributes a copy of the book to each child.

Teacher asks children to work in pairs & to
(a) read their sent. to each other and
(b) find sent. that are confirmed by text.

Teacher asks pairs to volunteer to share.

Teacher leads general group discussions.

Pupil Action

Children cue into the form of the text (e.g. report, description, instructions, or procedure). They listen to one another and also ask questions or make comments.

Children follow the listed words as the teacher reads.

Children write their possible sentences. They predict possible meanings of any words they do not know and include those words in their sentences.

Key words:	eggs	caterpillar
butterfly	feelers	proboscis
Pupa	hatch	

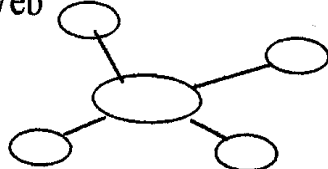
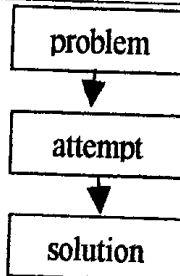

Children receive the volunteers sentences uncritically.

Children read text silently or watch and listen as teacher reads it aloud, according to the match between the text and the children's reading ability.

Children read the text, then confirm, modify or reject their sent. They discuss any additional info.

Children explain why sent. were Confirmed, rejected, or modified.

5 Expository Text Structures

Text type	Tells...	Clue Words	Graphic Organizer																
descriptive	...about something	about, is a, has a, does, for example, characteristics are	Web 																
sequence	...series or steps; items or events in numerical or chronological order	first, second, third, next, then, finally	1. _____ 2. _____ 3. _____ 4. _____																
problem/solution	...problem, attempted solutions, results; question and answer format	problem is, solution is, have solved this problem by, puzzle is																	
compare/contrast	...similarities and differences between 2 or more things	different from, same as, alike, similar to, resemble, on the other hand	Venn diagram (2)  Matrix (More than 2) <table border="1" data-bbox="1071 1344 1477 1533"> <tr> <td></td><td>dog</td><td>cat</td><td>bird</td></tr> <tr> <td>cover</td><td>fur</td><td>fur</td><td>feather</td></tr> <tr> <td># legs</td><td>4</td><td>4</td><td>2</td></tr> <tr> <td>sound</td><td>bark</td><td>meow</td><td>chirp</td></tr> </table>		dog	cat	bird	cover	fur	fur	feather	# legs	4	4	2	sound	bark	meow	chirp
	dog	cat	bird																
cover	fur	fur	feather																
# legs	4	4	2																
sound	bark	meow	chirp																
cause and effect	...reasons why something happens or exists	so that, because of, as a result of, since, so in order to, reasons why, if... then, as a result, therefore, because	Cause/Effect Map 